

PIPneu54E

A Liberal Education for All
Scope of Continuation
Schools

Spring

p3pneu54E

We remember that "In any city, particularly
in the city of Athens, it is easier to do men
harm than to do them good." Many wise
& common learned or exercised about
the scope of Continuation Schools but it is
with diffidence that I venture to write
through your columns ~~once again~~ ^{once again}

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read so he does not say if he might read.
& then write or speak that he has read! - I sleep
& stamp after the lecture to be sure, but that
is partly out of good nature, partly "warm his
feet" - ^{ment}
This of "Enlightening the Masses" is ^{the} a ² great
task of which we have taken up with loyalty
& zeal, but perhaps ^{it is done to the} ~~we must not~~ ^{longer} ~~without ourselves~~
~~as to what has been done in the past, & what are~~
the principles which must inform our action,
if the Continuation School is to produce ^{which is the real work} ^{& is more}
working men ^{that} ^{the} ^{of} ^{the} ^{educated} ^{mind} ^{of} ^{the} ^{people}
is ^{all} ^{seriously} ^{disturbed} ^{by} ^{what} ^{you} ^{lack} ^{of} ^a ^{better}
~~same, we call~~ "Labour Unrest," but have we any right
to blame the men for the feverish ^{better} ^{over} ^{unrest} ^{of}
garrisoned mind? Our ^{own} ^{course} is to give them
something else & something great to think of; it is
surprising how accessible they are to great ideas
& to the knowledge ^{embodied} ⁱⁿ ^{the} ^{great} ^{ideas}. The
pattern of the situation lies in the fact that the men
think they have got hold of a great & generous notion
then they are told - "No less work you do, the more
there is to be gained" & they will "strike" or die for
any such notion in the belief that they are serving their
redness.

Best-ideas are of slow growth, grow out of much reading + rumination, + are not to be taken by the door even in ~~conduits~~ ^{university} schools; it may help ^{by} ^{well} to consider what was done at the beginning with end of the last century toward - making thoughtful citizens.

He all remembers how, after the Napoleonic wars. ^{escape of youth, the} ~~but~~-admirable Turgenev, was formed under the inspiration of ^{his} great statesman, Stein ^{the} philosopher, Fichte. Prussia was miserably impoverished there, but his concern was not with the arts which should make her rich, but with history which should inform & philosophy which should guide her youth. Would that today the world take example by her own past!

~~For~~ perhaps the world was not ripe for a league of virtue. Anyway, when need the subject was of adolescent education was mooted, envy of England's success in commerce + manufactures was the only

Public school men should respond to sex tests
but - so in a remarkable degree should
the boys & girls from elementary ^{according to} schools for
~~what~~ the degree in which they have received
a liberal education.

We in England are in a happier position
in this respect -
today there has been ~~fallen~~ ^{fallen} to the lot of any
country hitherto, because we are in a position
to ~~make use of~~ ^{act upon} a great discovery; that is, that
quite uneducated children & older persons
are by nature qualified to deal with good books,
if they are properly presented to them. "It would
be like a fairy tale" said a wise schoolmaster
the other day; "I have tried good books in my
school but nothing much has come of it."

The result is like a fairy tale if the right books
are dealt with in the right way, that is, a
single reading given to a passage or chapter
without elucidation, & then, a consecutive
reproduction ^{requires} whether orally or in writing;
but, always, the teacher's sympathy ^{has much to} with
the books. On the other hand, the best book
in the world, long & explained, illustrated,
becomes ~~and~~ ^{is} ashes in the mouth.

At the risk of being a tiresome person, a "fuddy-duddy",
 should say were it not for our ancient associations
 with that past, many things are more than it is
 only by the way of the humanities that - as many
 hope to make intelligent & magnanimous
 citizens. This is no discovery, every thoughtful
 person knows it ^{or in many cases} ~~have~~ ^{have} said it.

But the humanities cover an infinite field which
 can only be best attacked in the light of a recent
 discovery - that of an infinite aptitude & desire
 for knowledge in the general mind, provided
 that ~~such knowledge~~ it be conveyed in a literary
 form: provided too that the mind be required
 to perform what we may call "the act of knowing"
 in its ~~most elementary form~~, that is, to
 reproduce in speech or writing that which
 has been received. Reproduction is

we know one of the chiefest of educational arts,
 but the consecutive telling of (or writing) of a
 considerable passage from a work of some
 degree of literary value after a single reading:
~~without elucidation~~ ^{after a single reading} ~~of a work of some literary value~~
 has educational values that are not fully
~~valued~~. The link of an argument held together
 the images stand out, the incidents are vivified
 the whole piece becomes personal property
 in a way that no amount of 'study' secures,
 let me illustrate by a list of ^{proper names} ~~poets~~ receiving in

for an examination work. ^{philosophy}

An examination paper written by a girl
of thirteen all of them used apt. easily +
necessarily. 213 names in all. Probably there
is no better test of a liberal education than the
recollection of proper names a person is prepared
to use with knowledge + facility as occasions arise;
though the following list (uncorrected) is
taken from 'secondary' work, children in
primary schools who do the same work but
do not read so many books, would make
use of at least 100 such names in the
^{answering the same}
~~writing the set of examination papers~~ ^{written of the}
end of each term. List here An education which

does not make one conversant with many
men, ^{many events, places,} ~~many~~ things is not a liberal
education + does not give power
to look at different sides of a question
+ to form a right judgment in all things.
Goethe never said anything more abroad
than "There is no right more dreadful than
ignorance in action"; it is the right that should
at the present moment, all ^{Europe} ~~Europe~~ is doing
in its choice; everyone knows that education

is our only hope - and we offer - technical
instructions! - as effectual as bread pills
in byphus. Heaven helps us if we do not
rise to this great occasion! We
must believe in mind, if the
world is not to come to an end under
Bolshevik ~~and~~ bypenny!

Let us hear Prof. B. on this matter
of the education of the people, & we are
not too proud to learn from our
enemies! -

He suggests no way of carrying out his
theory, nor is there any possible way
but that ^{19th century} we are urging on the public - ~~the~~
great discoveries whether in the world
of mind or whether ~~cannot~~ be made
by the ones; perhaps until the world gets
used to handling the delicate tools & delicate
material proper to education it - might be a
well to give a free hand to persons who have had
^{experience in} ~~experience in~~ ^{effort} Liberal Education to All.

the more so, as no expense whatever ~~attended~~
the experiment, except the cost of books
which the young wage earner will doubtless
buy for himself.

We propose to send the programmes of
the standard from which the above list of
names has been ^{is} taken; for the use of Compton
Schs. for girls & boys of 14-16. The work
must be reduced as the time is short, but
in 8 hours a week at least a dozen
books may be in reading, & the conversation
speaking & intelligent writing involved as well.
as the new and delightful knowledge will
most certainly intrigue every possible
class of young persons. "Talked to ^{him} a little
about their ^{future} duties as future citizens" with
reaction ^{winning} to a school conducted in their lives
(Pindar)
"I Spungus, Richard" (play) Long Will (backland) & their
'Lives of Every day life' all came in. These
were books in reading by these eager young citizens
& their intelligence & interest are described as
"surpassing".

W. Fisher.

Wt. Every village & parish will no doubt
have its club in the coming days of evening lectures
- athletics & dancing, carpentering & cooking,
book binding & pattern making - wherever the
evangelists are at work they will have
its home place - and such organization will be

Books

PISPNUSE

German Days by a Polish girl. Murray. 7/6 net.
We may have known all there was to ~~know~~ ^{tell} about
Germany & the Germans; & some did so
just as the English point-of-view does,
we knew what English people could tell us.
But here we have the earliest surveyor
from a fresh standpoint, a Polish girl, a
native of Posen, where she went to school, & families
with Berlin where she lived later, tells us what
she saw out of eyes of singular keenness &
intelligence what she is able to tell with an accurate
command of idiomatic English.

